

# Case Conference Committee Report



5385Training School (n/a)

Date of Report: 7/22/2009

Individual Education Program

Evidence of Compliance

Notice of Implementation

**Effective Dates:** 7/22/2009 - 7/22/2010

**File Date:** 7/22/2009

**Student:** 4514Student43, Demo43

**STN:** 4514Demo43

Date of Birth: 9/19/2002

Age: 6

Current Grade: 02

Gender: F

## Guardian Information

Relation: UPDATED ELEMENTARY IEP

Name: ALL TEXT FIELDS OPEN

Business Phone:

Home Phone:

Mobile Phone:

Address: REFER TO THE ISTART7  
FILE ON IPS ON-LINE FOR  
ADDITIONAL INFORMATION  
ON ISTART7. CHECK IT  
OUT....LOTS OF GOOD  
STUFF :)

## Purposes of Case Conference

Revise IEP, Annual IEP review

For a revised case conference please document the appropriate reason in this text field;

\*The purpose of this case conference is to correct \_\_\_\_\_ from the case conference held on XX/XX/XX.

\*The purpose of this case conference is to make the following changes \_\_\_\_\_.

## Case Conference Meeting Scheduled

Date: 8/10/2009

Time: 9:00 a.m.

Place: Daniel Webster #346

## Evaluation Information and Student Data

Strengths of the student:

### CONSIDER:

\*Information relative to where the student is functioning such as; academic, social, and behavioral strengths. A majority of this information can be obtained from the classroom teacher. Also consider work study experiences, attendance, communication skills, homework completion, participation in extracurricular activities.

### SAMPLE:

\*\*Tyrone is cooperative in social situations and collaborative groups. He has excellent attendance and respects the directives of his teachers. He completes homework assignments. Tyrone likes music and sings with the school choir. He is also a member of the school basketball team.

\*\*Donta is a hard worker. He can recognize his first name. He is learning to wait until appropriate times for attention.

Response to instructional strategies and research-based interventions:

### CONSIDER:

\*Any instructional strategies and interventions that have been used with the student, including, but not limited to; small group instruction, technology, student learning styles, reading programs, math programs, Daily Reads, Tiered Reading Curriculum, 6 + 1 Writing Traits, DIBELS, Scholastic Reading Inventory (SRI), ISTAR, and any other program that can be measured.

### SAMPLE:

- \*\*Tyrone comprehends and responds best to information that is presented auditorily with visual reinforcement.
- \*\*Jaylan has participated in the Orton-Gillingham reading program for the last two years and has been responsive to the multisensory reading approach.
- \*\*Savannah is beginning to understand the use of voice when writing.
- \*\*John is in the first phase of Tiered Reading and has shown gains in reading comprehension across all content areas.

#### Progress Monitoring Data:

##### **CONSIDER:**

- \*Data from programs that include on-going assessment data such as; DIBELS, Tiered Reading, classroom based assessments, benchmark assessments.
- \*You can also upload specific program progress monitoring data relevant to instructional strategies and interventions that have been used with the student.
- \*Early Childhood; First Steps progress reports.

##### **SAMPLE:**

- \*\*Mica's current IEP progress report indicates that she has mastered her goal related to reading comprehension.
- \*\*A job analysis, based on data sheets, indicates that out of nine tasks, Joseph is able to perform five tasks independently; but still needs cuing for four tasks.
- \*\*Jonah's First Steps report indicate progress in the areas of \_\_\_\_\_, delays in \_\_\_\_\_.

#### Present level of academic and functional performance:

##### **CONSIDER:**

- \*Summarize any data that has been obtained through the evaluation process, relevant classroom data, discipline referral data, and general education testing.
- \*This section may include; reading, math, written expression, communication, social/emotional behavior, fine and gross motor, self-help/adaptive, health data (medications), and attendance.
- \*\*Baseline performance for any specific area (ie. academic, behavior, social) should be clearly identified.
- \*You may want to organize this section by subject area or domain.
- \*How the student's disability impacts their progress in the general education curriculum or for early childhood, participation in appropriate activities.
- \*Early Childhood; AEPS or Brigance information. Reported behaviors and academic functioning from parent/guardian.

##### **SAMPLE:**

- \*\*Jonah's current reading assessment indicates a 4.5 reading level, therefore, making it difficult for him to pass core content area.
- \*\*Data shows that Tomika is emergent in learning to become independent. She's relying on staff for cues across environments & needs to learn daily schedules to increase her self-reliance & self-management.
- \*\*Sam is currently reading two grade levels behind, which requires a significant amount of support in order to progress in the general education setting.
- \*\*Cheri passed math and language arts portions of ISTEP this year.
- \*\*Tyrone receives B's and C's in class.
- \*\*Lakiesha takes Concerta 10 mg. 2 times a day.

If you upload a PLOP document, place the following statement in this text box; See uploaded PLOP document.

#### Reevaluation:

The case conference committee has determined that there is sufficient data to plan appropriately for the student. Therefore, reevaluation is not required at this time for the purposes of considering eligibility or providing additional information regarding the student's special education and related service needs. The public agency must consider reevaluation for each student receiving special education and related services at least once every three (3) years unless the parent and the public agency agree that it is unnecessary. In addition, the public agency must consider reevaluation if the public agency determines at any time during the three (3) year cycle that additional information is needed to address the special education or related services needs of the student, or if the student's parent or teacher requests an evaluation.

#### **Concerns of the Parent**

##### **CONSIDER:**

- \*The parent's hopes, dreams, and goals for their child. Information may be obtained at the case conference or prior to the case conference.

## Eligibility

Student is eligible for Special Education Services

Primary Disability: Specific Learning Disability

Secondary Disability: Speech Impairment

### **Reasons of eligibility determination:**

#### **CONSIDER:**

\* Describe the reasons for eligibility determination including any other options considered and reasons these options were rejected.

#### **SAMPLE:**

\*\*Tyrone was identified with a learning disability in reading when in the third grade.

\*\*Evaluative data indicates that Tiesha's achievement is significantly below grade level.

\*\*Mike would regress without the academic support and accommodations received through special education.

\*\*Savannah was determined eligible at the initial case conference due to limited progress over a period of time in reading.

## Special Considerations

There are language needs related to limited English Proficiency

#### **CONSIDER:**

\*There are considerations regarding the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

\*The LEP student with a disability may require both the general educational program addressing the acquisition of English proficiency as well as those special education and related services addressing the disability needs for the student. The IEP Team must then indicate on the IEP the special education and related services needed that will be provided in a language other than English.

#### **SAMPLE:**

\*\*Manuel has not yet mastered conversational skills in English and still selects Spanish when interacting with peers and teachers when he is excited or angry. IEP goals related to Reading comprehension and vocabulary should be presented in Spanish as well as English. The LEP teacher and special education teacher will need to collaborate on the progress measurement of IEP goals.

The behavior of the student impedes his or her learning or that of others.

Behaviors of Concern:

#### **CONSIDER:**

\* Specific data related to behavior that is interfering with the student's learning, or that of others.

\* Include behaviors described in any discipline reports or behavioral logs.

\* Include qualifiers to help describe levels of severity and intensity (ie. 3 out of 5 days, 75% of the time, during transition times, after lunch, in unstructured settings, in small groups...).

\* Describe any patterns of concerning behavior.

#### **SAMPLE:**

\*\*Jerry does not comply with school rules when he is required to perform tasks he self-identifies as challenging. He "shuts down" when disciplined or when responses to class discussions are not "correct" or acknowledged with verbal praise from the teacher. This behavior occurs in his math class 80% of the time when new content is introduced. Jerry has walked out of class 3 of the last 7 days.

\*\* Sondra demonstrates verbally abusive language to her lunch peers daily.

Factors Affecting Behaviors:

#### **CONSIDER:**

\*Forms of data used to identify functions of behavior such as, checklists, questionnaires, behavioral log, surveys, discipline records, interviews.

\*The function the identified behavior seems to serve for the student. Is it to gain (what), to avoid (what)?

\*Include evidence of any factors that affect behavior.

**SAMPLE:**

\*\*Tyrone shuts down when academically frustrated an average of 6 times per week.

\*\*Parker has 3 episodes a day of inappropriate verbal responses when he feels targeted by an adult.

You will need to go to the bottom of this screen and upload the IPS FBA Summary and Behavior Intervention Plan.  
Strategies/Instructional Experiences:

**CONSIDER:**

\*Supports and strategies that address the targeted behavior and that maximize consistency of implementation across people and settings.

\*Social skills curriculum.

\*Group counseling.

\*Daily behavior sheet.

\*Minutes earned toward TV time based on daily behavior sheet.

**SAMPLE:**

\*\*Allow Kiesha to speak with the social worker when she feels frustrated rather than becoming overwhelmed.

\*\*Larry will receive instruction and regular review on using the silent signals in class.

\*\*Sandra will have a safe place to retreat in the classroom when frustrated.

You will need to go to the bottom of this screen and upload the IPS FBA Summary and Behavior Intervention Plan.

An annual goal designed to address behavioral skill development is included in this IEP.

The Behavior Intervention Plan requires the provision of special education services. (See 'Services and Other Provisions')

The Behavior Intervention Plan requires the provision of related services. (See 'Services and Other Provisions')

## Outcomes

Anticipated date of Graduation: 5/25/2019

The student will pursue a high school diploma.

Therefore, the student's academic goals will be the same as non-disabled peers at grade-level or will generally be aligned to grade-level curriculum.

## Participation in Testing Programs

The student attends an accredited school and will be in grades 3 - 8.

MATH: Student will participate fully in ISTEP+ with appropriate accommodations.

LANGUAGE ARTS: Student will participate fully in ISTEP+ with appropriate accommodations.

SCIENCE: Student will participate fully in ISTEP+ with appropriate accommodations.

SOCIAL STUDIES:

## Reasons for the determination of participation in testing:

**CONSIDER:**

\*The rationale why the student is assessed with ISTEP or ISTAR.

**SAMPLE:**

\*\*Samuel participates in the general education curriculum therefore he will be assessed with ISTEP.

\*\*Jeremy's significant cognitive disability, intensity of instruction, & functional goals justifies assessment in ISTAR.

Plan for participation in district-wide, national or international assessments:

**CONSIDER:**

\*Any assessment beyond the district or state-mandated testing.

**SAMPLE:**

\*\*Tiesha will participate in Benchmark testing with documented accommodations.

\*\*Sam will participate in Predictive testing without accommodations.

## Goals

### **Needs that will be addressed through the IEP Goals:**

#### **CONSIDER:**

\*Each educational need resulting from the student's disability that impacts the students ability to be involved in and make progress in the general education curriculum.

\*The identification of needs drive the selection of goals.

\*There should be a goal that is written to address every need stated in this section. There may be one-to-one correspondence represented, a number of goals may be written to address a single need, or goals may address a composite of needs.

\*Needs may be stated in narrative or list format.

#### **SAMPLE:**

\*\*Speech; articulation / Behavior; verbal aggression / Academic; reading comprehension

\*\*Kiesha's challenges with reading comprehension greatly impact her performance across content area.

\*\*Tyrone "shuts down" in class when he is academically frustrated. When redirected, he can become verbally aggressive. Tyrone needs to improve his self-advocacy skills through articulating when frustrated versus shutting down and responding inappropriately to adults.

### **Goal Title: Reading**

#### **Annual Goal Statement:**

After silently reading a previously unread selection from third grade trade books, Barbara will orally retell the story and identify all of the major characters and events for five consecutive selections.

#### **Method / Instrumentation for Measuring Progress:**

Data Collection

**Progress Monitoring Design:** Single Point

#### **Standard(s) / Element(s) Aligned to Goal**

[4] Identifies the main events of the plot.

Recalls the major points in the text.

[2-HS] Summarizes main ideas and recalls supporting details from text.

#### **Parameters to Build Graph**

Initial Value: 2

on 8/10/2009

Target Value: 5

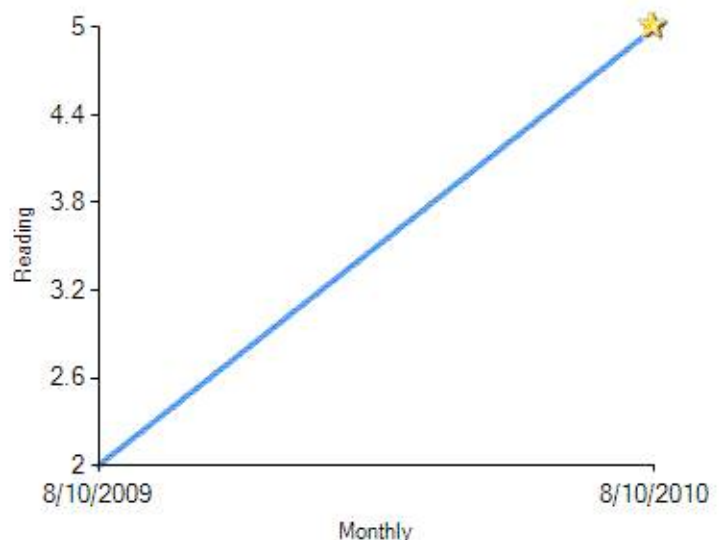
by 8/10/2010

#### **Frequency of Collection:**

Monthly

#### **Metric:**

Reading



### **Goal Title: Behavior Management**

**Annual Goal Statement:**

Jerry will utilize the "silent signals", room "safe spot" and designated steps that he and the counselor developed for use in the classroom 100% of the time as a response to frustration.

**Method / Instrumentation for Measuring Progress:**

Data Collection, Teacher Observation.

**Progress Monitoring Design:** Single Rubric**Standard(s) / Element(s) Aligned to Goal**

Demonstrates common sense: uses good judgment

[FN-HS] Evaluates and chooses best alternatives.

Follows classroom and school rules.

Monitors and corrects own performance

**Rubric Criteria Selection**

*Introduced:* Jerry, with prompting, identifies the "silent signals" and selected actions to utilize when he is frustrated.

*Emerging:* Jerry role plays academic and classroom situations with the counselor, responding with selected actions when he is frustrated 9 out of 10 trials.

*Developing:* Jerry meets with his teacher to discuss the occurrence, reflect upon his actions, and write a plan for future disruptions and their triggers 5 out of 10 situations.

*Ongoing:* Jerry uses "silent signals", room safe spot, with limited adult intervention.

*Demonstrated:* Performed under direction or request.

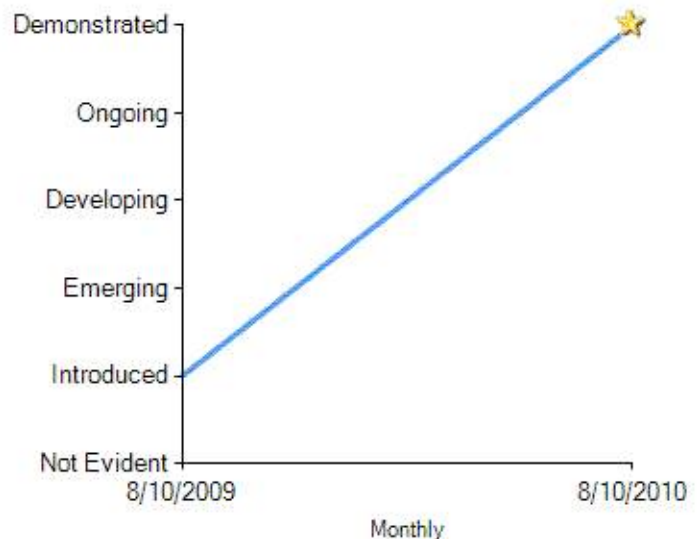
**Parameters to Build Graph**

Initial Value: Introduced  
on 8/10/2009

Target Value: Demonstrated  
by 8/10/2010

**Frequency of Collection:**

Monthly

**Goal Title: Articulation****Annual Goal Statement:**

Chakira will produce the sounds /k/ & /g/ in words and phrases with 80% accuracy.

**Method / Instrumentation for Measuring Progress:**

Data collection, therapy notes, observation.

**Progress Monitoring Design:** Collection of Indicators**Standard(s) / Element(s) Aligned to Goal**

Uses /k,g/ sounds in all positions at all levels.

Uses /k,g/ sounds in the beginning of words at all levels.

Uses /k,g/ sounds in the middle of words at all levels.

Uses /k,g/ sounds in the end of words at all levels.

### Parameters to Build Graph

Initial Value: 20%

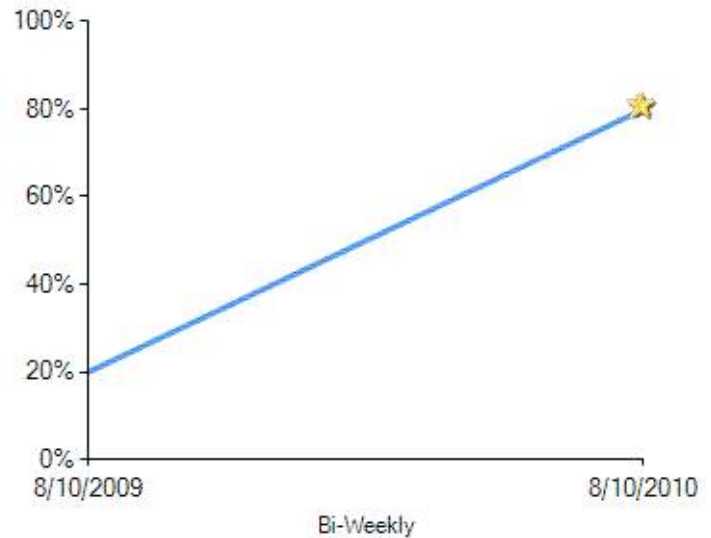
on 8/10/2009

Target Value: 80%

by 8/10/2010

### Frequency of Collection:

Bi-Weekly



### **Accommodations**

The following accommodations have been selected for state assessment purposes and must be provided on a regular basis:

#### **MATH:**

- Student has directions read to him or her.
- Questions are read to the student (except those that measure Reading Comprehension).

#### **LANGUAGE ARTS:**

- Student has directions read to him or her.
- Questions are read to the student (except those that measure Reading Comprehension).

#### **SCIENCE:**

- Student has directions read to him or her.
- Questions are read to the student (except those that measure Reading Comprehension).

Description of additional accommodations that will be provided:

#### **CONSIDER:**

- \*Classroom accommodations that are not limited to those permitted for state testing.
- \*Accommodations that benefit the student in the classroom such as; highlighted text, study guides, shortened assignments, small group instruction when new content/skill material is introduced, peer buddy for reading activities and note taking.
- \*Other areas may include; pacing, environment, subject matter presentation, materials, assignments, self-management, testing adaptations, social interaction, motivation/reinforcement.

#### **SAMPLE:**

- \*\*Tyrone benefits from use of high lighted text and will use this accommodation for all core classes.
- \*\*Tieha's assignments will be shortened through consultation by the TOR with the general education teacher.

### **Services and other Provisions**

#### Special Education Services:

<u>Description</u>	<u>Initiation</u>	<u>Frequency</u>	<u>Length</u>	<u>Duration</u>	<u>Location</u>
Direct Reading	8/10/2009	2 times a week	30 minutes	8/10/2010	Resource



Instruction					Room
Vocabulary Skills/Reading Fluency	8/10/2009	3 times a week	30 minutes	8/10/2010	Resource Room
Social Skills Instruction	8/10/2010	Daily	20 minutes	8/10/2010	Gen. Ed. Classroom
Organize Backpack	8/10/2009	Daily	5 minutes	8/10/2010	Gen. Ed. Room
Behavior Tracking Sheet	8/10/2009	Daily	School Day	8/10/2010	School
Articulation Therapy	8/10/2009	3 times a week	30 minutes	8/10/2010	Speech Room
DHH Consult to assure the presentation of info. is clear & that AT is being used correctly.	8/10/2009	1 time a month	20 minutes	8/10/2010	Gen. Ed. Classroom
Picture symbols to assist in teaching Keisha the concept of time.	8/10/2009	Daily	15 minutes	8/10/2010	Special Ed. Classroom
Content Reinforcement	8/10/2009	Daily	30 minutes	8/10/2010	Gen. Ed. Classroom

Related Services:

<u>Description</u>	<u>Initiation</u>	<u>Frequency</u>	<u>Length</u>	<u>Duration</u>	<u>Location</u>
Occupational Therapy	8/10/2009	Monthly	120 minutes	8/10/2010	Providers Office
Counseling-Anger Management	8/10/2009	2 times a week	40 minutes	8/10/2010	Provider's Office
Transportation - Curb To Curb	8/10/2009	Daily	School year	8/10/2010	Bus

Transportation: The transit time and the transportation needs are not the same as that of non-disabled peers.

**IF THE STUDENT REQUIRES SPECIAL TRANSPORTATION, THE IPS TRANSPORTATION FORM MUST BE ATTACHED THROUGH THE PAPERCLIP TO THE IEP.**

Health Plan: The student has a medical condition that requires school health services or school nurse.

Description of health service:**CONSIDER:**

- \* Health services designed to enable a student with a disability to receive a free, appropriate, public education, such as the administration of medication (if the medication requires being administered by a nurse), suctioning, ventilator support, tube feeding and recommend the level of nursing or assistance by personnel required to ensure the health and safety of the child.
- \* The school nurse should be present during the development of the health care plan if school nurse services are to be indicated as a related service.
- \* Questions related to "school health services" or "school nurse services" should be directed to the Supervisor of Nursing and Health Care Services.
- \* Emergency Evacuation Plan Instructions (if appropriate) should be provided to address the child's specific medical needs during an emergency. Access to building exits, need for additional staff support and emergency



response time by school nurse/local ambulance service should be considered.

Frequency and duration:

**CONSIDER:**

- \* How often is the service required and for how long a period will the service be necessary.
- \* Record information on the related service tab.

Provided by whom:

**CONSIDER:**

- \* Nurse or assistive personnel required to provide the needed service.

An emergency evacuation plan is not on file.

Accessible Materials: The student needs instructional materials to be provided in an accessible format.

The environments, tasks, tools and services related to the provision of accessible instructional materials include:

**CONSIDER:**

\* Accessible formats include, but are not limited to, the following; Braille, Audio, Digital Text, Large Type, Tactile graphics, Video, Captions, Audio descriptions.

Assistive Technology: The student needs assistive technology.

**CONSIDER:**

\* Forms of assistive technology including low tech devices such as: access to a word processing program, FM system, slant board, taped text, wiggle pen.

Extended School Year:

It was determined that extended school year services are not necessary in order to provide a free and appropriate education.

Technical Assistance:

Support is necessary to provide public agency personnel with the knowledge and skills necessary to implement the student's individualized education program.

**CONSIDER:**

\* Staff development and training needed to implement the IEP.

**SAMPLE:**

\*\* Verbal De-escalating training will be provided to staff in order to fulfill the behavior intervention plan.

\*\* Training regarding Aspergers and specific traits associated with Tyrone and how it manifests in the classroom.

\*\* Inform appropriate staff of Jeffery's behavior plan, including strategies and positive reinforcements.

Program Modifications:

Program modifications are needed to enable the student to advance appropriately toward attaining the annual goals, to be involved in and make progress in the general education curriculum, to participate in extracurricular and other nonacademic activities or to be educated or participate with other students with disabilities nondisabled students.

**CONSIDER:**

\* Staff development and training needed to implement the IEP.

**SAMPLE:**

\*\* Desk needed to accommodate a wheelchair.

\*\* Access to an elevator.

Periodic reports on the student's progress toward goals will be provided:

**SAMPLE:**

\*\* On the same schedule as peers.

\*\* Report card review at the end of the nine week grading period.

**Reasons for provisions and reasons for rejecting other options:**

**CONSIDER:**

\* Describe the rationale for the services and supports that are articulated in the IEP.

**SAMPLE:**

\*\* Mica has shown that he can be successful with this level of support.

\*\* Tyrone has demonstrated success across content area with the supports listed in his IEP.

\*\*Sarah needs small group instruction to acquire skills specific in the IEP.

### **Least Restrictive Environment and Program**

School of Legal Settlement: Daniel Webster School 346 (5546), Indianapolis Public Schools

School of Service: Daniel Webster School 346 (5546), Indianapolis Public Schools

LRE Placement Category based on Federal Program Types

50: Regular class 80% or more (In a regular class room for 80% or more of the day).

Additional descriptors:

#### **CONSIDER:**

\*Any additional descriptors of the LRE that can be recorded.

#### **SAMPLE:**

\*\*Small group instruction is necessary for Tiesha to acquire skills specific in her IEP.

\*\*Additional individualized instruction is required to facilitate the direct reading program.

\*\*Tyrone's behavior significantly impairs his ability to learn in a large group setting.

Any potentially harmful effects of the services on the student or on the quality of services needed:

#### **SAMPLE:**

\*\*There are no harmful effects based on the LRE.

\*\*Tomika would be victimized if placed in the program for students with behavioral challenges.

### **Reasons for placement determination including reasons for rejecting other options:**

#### **CONSIDER:**

\*Discuss any placement category considered, why the LRE was chosen and if other placement categories were considered, why rejected.

#### **SAMPLE:**

\*\*Jalyan's teachers and parents agree that this placement challenges Tyrone and permits him to be successful.

\*\*Resource room is too restrictive to meet Lavonte's educational needs.

\*\*Regular class does not provide the opportunity for Tyrone to receive direct reading instruction.

### **General Considerations**

Student will not be able to participate in all educational programs and activities that are made available to nondisabled students.

#### **CONSIDER:**

\*Non-participation in general education should occur only if the nature and severity of the disability is such that education in the general education classes using supplementary aides and services cannot be satisfactorily achieved.

#### **SAMPLE:**

\*\*Tovante's behavior significantly impairs his ability to learn in a large group setting as well as impairing the learning of other students in a large group setting.

\*\*Additional specialized instruction is required to facilitate the student's learning.

\*\*Based on individual needs and goals in the student's IEP, the general education curriculum would need to be completely restructured.

\*\*Behavioral intervention plans, strategies, and/or behavioral goals recommended in the student's IEP require a degree of structure that cannot be implemented in a general education classroom.

Student will not be able to participate in all non-educational and extracurricular activities that are made available to nondisabled students.

#### **CONSIDER:**

\*Physical limitations, sensory/motor, behavioral challenges, significant cognitive disability, medical conditions that may necessitate non-participation.

#### **SAMPLE:**

\*\*Tiesha has severe allergies to bees. A medical statement is on file documenting that she is not to participate in outside recess in the Spring.

Student will not participate in the general physical education program that is available to nondisabled students.

**CONSIDER:**

\*Physical limitations, sensory/motor, behavioral challenges, significant cognitive disability medical conditions that may necessitate adaptive p.e. programming.

**SAMPLE:**

\*\*Tyrone requires specially designed physical education due to his physical limitations related to his disability and participates in P.E. with consultation from a Physical Therapist.

Student will not be educated in the school (he/she) would attend if not disabled.

**CONSIDER:**

\*The CCC determined that the placement on the continuum of services would require placement in a school different than the student's boundary school. This does not include AOP Programs, Magnet, and any other programs which are not a CCC decision.

\*Medical and/or physical needs may determine school placement based on nursing services or facility structure.

The length of the instructional day will not be the same as the instructional day for nondisabled peers.

**CONSIDER:**

\*Physical limitations, sensory/motor, behavioral challenges, medical conditions that may necessitate a reduced day.

**SAMPLE:**

\*\*Tyrone's behavior patterns document significant challenges after 11:30, therefore, the CCC has determined that he will only attend school until 11:30. A plan to increase his day can be found in the "Written notes and other relevant factors" section.

### Participants

The following individuals participated in the case conference committee meeting. Those individuals identified as Teacher of Record, General Education Teacher, Public Agency Rep and Instructional Strategist were in attendance for the entire meeting unless parental excusal was obtained before the meeting.

Teacher of Record	Jill Slavin	
Instructional Strategist	Jill Slavin	
General Education Teacher	Mr. Leflow	Teacher
Parent	Ms. Vance	
Public Agency Rep	Sally Dooley	Compliance Monitor

### Written Notes and Other Relevant Factors

<b>Notice of Implementation</b>
---------------------------------

I have been presented with a copy of the Individual Education Program (IEP) which contains: 1) A description of the action proposed by the public agency; (2) An explanation of why the public agency proposed to take the action; (3) A description of each evaluation, procedure, assessment, record, or report the agency used as a basis for the proposed or refused action; (4) A description of other options that the case conference committee considered and the reasons why those options were rejected; and (5) A description of other factors relevant to the agency's proposal or refusal.

I understand that the public agency is not required to obtain a written parental consent and can implement this IEP ten (10) instructional days after the provision of this notice unless I challenge the proposed action by:

Requesting and participating in a meeting with an official of the public agency who has the authority to facilitate the disagreement between the parent and the public agency regarding the action proposed or refused by the public agency.

Securing an agreement for mediation under 511 IAC 7-45-2.

Requesting a due process hearing under 511 IAC 7-45-3.

I understand that by taking one of these actions to challenge the proposed changes, the public agency must continue to implement the current IEP as opposed to the IEP proposed in this notice pending resolution.

---

In the case of an initiation date that is prior to expiration of ten (10) instructional days, I give my consent to implement the IEP.

---

Sign

---

Date

I understand that a parent of a student with a disability has protection under the procedural safeguards and that I can request a copy of the procedural safeguards at any time. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules.

**Billing Medicaid for Health-Related Services**

Date of Report: 7/22/2009



5385Training School (n/a)

**Effective Dates:** 7/22/2009 - 7/22/2010**File Date:** 7/22/2009**Student:** 4514Student43, Demo43**STN:** 4514Demo43Date of Birth: 9/19/2002Age: 6Current Grade: 02Gender: F**Billing Medicaid for Health-Related Services**

I hereby authorize the public agency to verify my child's eligibility for Medicaid. I also authorize the public agency to bill Medicaid for covered health services articulated in the Individualized Education Program (IEP) as provided to my child.

I understand that funds received from Medicaid help pay the cost to provide special education and related services. Informed parental consent to bill Medicaid must be obtained at least annually and the public agency must again obtain parental consent any time the Individualized Education Program is revised to required additional services or increased frequency of services.

Additionally, I understand that my child's right to receive the services listed in the IEP will continue, without interruption and at no cost to me, whether or not I authorize Medicaid billing. Giving consent will not impact my child's Medicaid coverage. I understand that I may revoke this consent in writing at any time, but that the revocation will have no effect on the provision of information or Medicaid billing that has occurred prior to the date the written revocation is received by the public agency. Upon request, I may receive copies of records disclosed pursuant to the authorization.

\_\_\_\_\_  
Sign\_\_\_\_\_  
7-33-4\_\_\_\_\_  
Date